

R E P O R T R E S U M E S

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REPORT OF THE STUDY MADE AS PART OF THE FIFTH ADMINISTRATIVE
TEAMS INSTITUTE FROM JEFFERSON STATE JUNIOR COLLEGE.

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*TEACHER ORIENTATION, *INSERVICE TEACHER EDUCATION,
BIRMINGHAM, ALABAMA,

WHEN JEFFERSON STATE JUNIOR COLLEGE OPENED IN 1965, 49 PERCENT OF ITS FACULTY WERE FORMER ALABAMA SENIOR COLLEGE PROFESSORS, 41 PERCENT WERE FORMER SECONDARY SCHOOL TEACHERS, AND 10 PERCENT CAME FROM PUBLIC JUNIOR COLLEGES IN OTHER STATES. THIS VARIETY, PLUS THE SPECIAL CHARACTERISTICS OF THE ALABAMA JUNIOR COLLEGE SYSTEM, NECESSITATED A COMPREHENSIVE FACULTY ORIENTATION PROGRAM. A COURSE IN JUNIOR COLLEGE EDUCATION WAS ORGANIZED FOR THE FACULTY, WHO TOOK THE COURSE FOR CREDIT, AUDITED, OR ATTENDED CERTAIN SESSIONS, IN ACCORDANCE WITH THEIR BACKGROUND. A PRACTICAL RESULT OF THE COURSE WAS THE DEVELOPMENT OF SEVERAL INSTRUCTIONAL PROGRAMS AS CLASS PROJECTS. CLASSROOM VISITS WERE FOLLOWED BY CONFERENCES WITH FACULTY MEMBERS. INFORMAL AND FORMAL DISCUSSION GROUPS SERVED AS ANOTHER MEANS OF ORIENTATION. PRE- AND POST-TESTING IN THE COURSE SHOWED DESIRABLE CHANGES, AND THE ADMINISTRATION NOTED CHANGES IN ATTITUDES OF MANY STAFF MEMBERS. RESULTS OF A QUESTIONNAIRE ADMINISTERED AT THE END OF THE COURSE COMPARED FAVORABLY WITH RESPONSES OF A NATIONWIDE SURVEY, AND THE AUTHOR CONCLUDED THAT THE LOCAL RETRAINING AND ORIENTATION PROGRAM WAS BASICALLY SUCCESSFUL IN AT LEAST 90 PERCENT OF THE CASES. (WD)

REPORT OF THE STUDY MADE AS PART
OF THE FIFTH ADMINISTRATIVE TEAMS INSTITUTE
FROM JEFFERSON STATE JUNIOR COLLEGE

I. THE COLLEGE AND FACULTY

Jefferson State Junior College is one of the new junior colleges set up by a recent act of the Alabama State Legislature. Composition of the faculty of this institution is as follows: 49% are former professors from Alabama senior colleges; 41% are former secondary school teachers; the remaining 10% are former instructors in state-supported junior colleges outside Alabama.

II. THE PROBLEM

The problem which faces administration in the area of instruction is that each group will require extensive indoctrination and work in instructional procedures. Former secondary teachers must be introduced to the field of higher education, the role of higher education in Alabama and the Southeastern United States, and to the academic requirements of the Transfer Program and the occupational requirements of students in the Terminal Program. Junior college instructors recruited from out of state will require indoctrination to the Alabama system of state junior colleges. Reason for this is that the junior college system in Alabama is unique in having 100% state control and financing. Therefore, those individuals from other junior college systems must be informed of their position in the junior college of Alabama. Former senior college and university professors present one of the most challenging opportunities for the State of Alabama and those connected with the wide-ranging junior college program. While high academic standards will be maintained, there will also be the responsibility for providing occupational orientation and

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training for all students unable to maintain the rigorous academic pace. This means that while some individuals will probably fail in the academic program, conditions must be such as to reduce the drop-out ratio of those students to a minimal level.

III. PROCEDURE FOR HANDING THE PROBLEM

1. A graduate course in junior college education was instituted and taught by Dr. Fred Wellman, Professor of Education at Auburn University. His degree is in Junior College Curriculum.
 - (a) All former secondary teachers were required to take the course for credit. The new instructors were thus provided an integrated approach to the total junior college program.
 - (b) Instructors who served in junior colleges in other states were required to audit the course, but they were not required to write term papers.
 - (c) Former senior college professors were encouraged to attend classes if they had not had a junior college course during their formal educational training. These instructors made detailed studies of various junior colleges throughout the nation. In their term paper topics and curriculum studies they investigated and criticized curriculums in many junior colleges and related these studies to the programs operating at Jefferson State Junior College. Examples of some of these research projects are: (i) The development of a Police Science and Criminology Department for this institution. This required a meticulous study of police science programs in at least fifteen different junior colleges; (ii) The role and purposes of the transfer English program as reflected in selected public junior

colleges of Florida; (iii) A remedial program in English for the junior college student; (iv) The present status of zoology courses in Alabama junior colleges; (v) An evaluation of teaching and testing procedures in the Social Science Division at Jefferson State Junior College; (vi) The policies and trends in teaching specialty courses in biological science in Alabama's public junior colleges. These represent only a few of the research topics prepared for this class and filed in the office of the Dean as reports of the work accomplished.

2. Classroom visits were made throughout the period by the Dean during lectures, lab sessions and demonstrations to supervise the instructional procedures and make recommendations concerning the use of selected procedures in the classroom situation.
3. Informal and formal discussion groups have been utilized in an effort to introduce, and in some case indoctrinate, the faculty member to the junior college program.
 - (a) At various times faculty members have been called together in separate groups (former secondary education instructors, junior college instructors and senior college professors) to discuss the policies, philosophy and history of the junior college movement in Alabama and throughout the Southeastern United States.
 - (b) After completion of these discussions the groups were integrated by mixing one or two former senior college professors with the secondary people and junior college instructors, etc. This arrangement provided a cross section of philosophical views in a smaller group, thereby permitting an interchange of ideas and philosophies.

IV. THE RESULTS

The program of retraining and orientation for the faculty members has been quite successful. This determination was made after comparing examination papers written during the first part of the junior college course to papers prepared at the conclusion of the course. In addition, by observing and participating in the class discussions, a definite change in the attitude of many of the instructors was detected.

V. SUMMARY AND CONCLUSIONS

The effectiveness of these procedures has been summarized in a study entitled "The Nature and Purposes of our Community College" (sample sheet attached to this report). A compilation was made of the various sections of this study (a) in relation to the institution, (b) to the community, (c) to the student, (d) and then personal data. This information was compared with the "typical" junior college instructor's response to similar questions contained in the most recent publications in the field of junior college education. The following results were evidenced: In 75% of the cases, Jefferson State Junior College instructors had almost identical responses to those of other community college instructors throughout the United States (85% - 100% similarity); 15% had an average response (84% - 70% similarity); the remaining percentage (10%) showed a definite trend which is not conducive to a strong junior college orientation. Therefore, the local retraining and orientation program has been basically successful in at least 90% of the cases. There is a need, however, for continuing orientation for both present and incoming faculty members. Some modifications of procedures have been made; other procedures will be developed and utilized as time permits and as the situation dictates.

**THE NATURE AND PURPOSES OF OUR
COMMUNITY JUNIOR COLLEGE**

Please use the following code in responding to the statements presented:

SA-strongly agree . . A-agree . . ?-not sure, don't know, etc. . . D-disagree . . SD-strongly disagree

IN RELATION TO THE INSTITUTION

- ___ 1. Our community junior college is not the same as a university extension.
- ___ 2. Our technical and vocational programs are striving to meet the technical and vocational needs of our community.
- ___ 3. The experience gained on the faculty of a junior college should prove useful when seeking a position with a four year college or university.
- ___ 4. Our adult education program is a special "fringe benefit" provided by the college for the community.
- ___ 5. The standards of higher education make it mandatory in this institution that all programs be secondary to the transfer program.
- ___ 6. The two-year terminal programs are vital in our community junior college in order to discharge its education obligation to the youth of the area effectively.
- ___ 7. Something for everyone is unrealistic and unsound educational policy in a community junior college.
- ___ 8. In our community college an instructor must first be concerned with excellence in his teaching area and then with how this discipline contributes to total institutional purposes.
- ___ 9. Our community junior college provides the opportunity for acquiring education beyond high school to a broader segment of the community than other types of institutions.
- ___ 10. Equalization of educational opportunity through provision for remedial work is a responsibility of our community junior college.

IN RELATION TO THE COMMUNITY

- ___ 11. Our institution should be comprehensive and meet all advanced education needs of its constituent students.
- ___ 12. Our community may reasonably expect the presence of a community junior college to raise the general educational level in the community.
- ___ 13. This community junior college should provide realistic programs for a variety of social and economic levels.
- ___ 14. Community service and participation is not an individual staff or an institutional obligation.
- ___ 15. Our community junior college must be concerned with the social and academic acceptance in its programs of students from all socio-economic classes.
- ___ 16. A community junior college is more of a local ornament than visible guarantee that more youngsters in the community will receive a college education.
- ___ 17. Our community junior college is nearer secondary school than higher education in outlook and program.
- ___ 18. The adult education program offered in this college is an indication of institutional orientation to community service.
- ___ 19. The vocational and technical manpower needs of this community are the concern of our community junior college and should be reflected in its programs.
- ___ 20. The participation expected in community and institutional activities, as well as the teaching load, make individual faculty research impossible.

IN RELATION TO THE STUDENT

- ___ 21. Our community junior college is primarily an educational institution and should not become involved in special services to the student (e.g., job placement and assistance with personal problems).

(Turn page and complete reverse side)

- 22. The wide variety of programs available in our institution offer the student who does not succeed in one a good chance of finding another better suited to his talents and interests.
- 23. Vocational, technical, and liberal arts programs located in the same institution provide an opportunity for a student to more readily and realistically adjust his goals.
- 24. Remedial courses for the deficient student are not a legitimate concern of our institution.
- 25. We find our standards lowered by the mixture of academically and otherwise oriented students.
- 26. Student academic counseling by individual instructors is both possible and highly desirable in this community junior college.
- 27. Our community junior college is available for those who cannot qualify at other institutions.
- 28. Learning opportunities for students not motivated toward the usual academic subjects are an appropriate part of our curriculum.
- 29. Proximity of our institution to students' homes reduces financial burden and sometimes makes available education otherwise inaccessible.
- 30. One characteristic of our student body is that in going to college at home they seem slow to achieve a mature independence.

PERSONAL DATA

Presently serving as administrator ____, faculty (part-time) ____ (full-time) ____

Last position before coming to this institution:

junior college ____, high school ____, college ____,
business ____, industry ____, graduate student ____,
other _____.

Total Teaching experience: _____ years

Years spent teaching: junior community college ____, elementary ____, high school ____, college ____.

Years spent working in: business ____, industry ____, other _____.

Highest degree held: _____.

This year I am teaching in the area of: terminal ____, transfer ____, adult education ____, other (specify) ____.

Have you attended a junior college (yes) (no) _____.

I am inclined to believe my perception of the goals and purposes of this community college has been to this extent influenced by these factors:

	One of most influential	Considerable influence	Slightly influential	Little influence	No influence
Faculty					
In-service education					
My working experiences					
Institutional orientation					
Classwork I took as a student					

Thank you for your time. Your assistance is deeply appreciated.